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ABSTRACT

Although the need for adequate exploitation of limited resources is a recurring theme in discussions on school based curriculum development, surprisingly little attention in the education literature has focused on the possible role of the school librarian as school resources coordinator and contact point for resources outside the school. The implications of this role seem to have been overlooked by teachers and educational administrators but not, as evidence indicates, by school librarians. Three principal reasons for this situation are confusion amongst school librarians about their entry point in the curriculum development process; the ways in which school librarians have applied their special knowledge to information organization, retrieval, and dissemination; and the mismatch sometimes developed between resources and services promoted and the learning environment of the school. An interactive model is proposed for involving the librarian in the curriculum development process and administrators are encouraged to use their 'scarce resources' wisely, including school librarians. (Author/RAA)

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"CURRICULUM PLANNING - IS THE SCHOOL LIBRARIAN RELEVANT?"

by

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ABSTRACT

In recent years much professional attention in the education field has focused on the need for better resource management if curriculum ends are to be more adequately and effectively accomplished. However, the implications of this requirement for the role of the school librarian as resources coordinator and contact point for resources outside the school seems to have been overlooked by teachers and educational administrators, although not by school librarians. Possible reasons for the absence of the school librarian in curriculum planning are explored. An interactive model for involving the school librarian in the curriculum development process is presented. Administrators are encouraged to use their "scarce resources", which include school librarians, wisely.

CURRICULUM PLANNING - IS THE SCHOOL LIBRARIAN RELEVANT?

During the past three years much professional attention has been focused on the nature of the structures and resources[A] required to nurture, support and sustain school-based curriculum development. Published articles, reports and papers in this area constantly emphasise the need for better resource management at the school, district and regional levels.

Among the set of assumptions stated by the Curriculum Services Enquiry in Victoria as fundamental bases for recommendations were the statements that curriculum support services were "likely to remain scarce resources" and that "scarce resources should be applied where they will have maximum impact and produce optimum results"(1). Although these statements would seem obvious assumptions, their implcations for resource management, particularly at the school level, are often not recognised.

SCHOOL BASED CURRICULUM DEVELOPMENT: RESOURCE REQUIREMENTS

In his introduction to the position papers presented as part of the Curriculum Development Centre's 1976 conference on Support Structures for Curriculum Development, Skilbeck comments that supporting school-based curriculum development is far more demanding than was realised "a few years ago when the movement began in earnest". He reminds those concerned that "the capacity of our systems to provide...support is not limitless"(2).

Similar views were expressed by the N.S.W. Department of Education when establishing guidelines for curriculum development consistent with the "3-tier" policy statement, "Curriculum Development - The Role and Responsibility of the Centre, the Region and the School"(3).

A "Resources" are defined by the authors as including people, places, print and non-print materials, equipment, and access to information and referral services

> "An overriding implication of the Director-General's statement is that increased resources, material and human, are required at all levels...As greatly increased resources must remain a long term goal at this time, it is imperative that those services now operating should be used in the most efficient and co-ordinated manner."[6]

Given this emphasis at national and state levels it is disturbing to note Postle's claim[5] that community resources external to the school and of potential value in curriculum planning are seldom known at the school level. At the regional level he comments that existing structures seem unable to cope: "...what is needed are delivery systems that will channel ideas and information into and out of a region." [5]

Carbines sees the need for "general advisers" at the regional level whose functions will include "developing a communication system based on printed material, for example, classroom vignettes of children's learning ...and extracts from worthy books and articles on education"[7].

Although the need to adequately exploit limited resources is a recurring theme in discussions on school-based curriculum development, surprisingly little attention in this literature has been focused on the possible role of the school librarian as school resources co-ordinator and contact point for resources outside the school.

It is the purpose of this article to explore possible reasons for the omission, in large part, of the resources coordinator from the curriculum development process, and to suggest some approaches at the school level which can lead to improved effectiveness in the utilisation of resources in the school curriculum.

The Workshop papers from the *Support Structures for Curriculum Development* conference do specify that "the full-time teacher-librarian working in a resource centre is the most appropriate agent for managing resources"[8]. However, the implications of such a statement for the librarian's role in the curriculum development process do not seem to be fully grasped by Workshopparticipants. This is not surprising perhaps when one notes that though the list of participants to the conference includes representatives from many professional associations, it does not include any representatives from either the Australian School Library Association, or the School Libraries Section of the Library Association of Australia. That omission, or lack of inclusion, may be seen as significant in itself when one looks in vain at conference papers for some elaboration on the role of the teacher-librarian.

A further omission which may have some significance in relation to the situation in New South Wales is evident in Vaughan's paper on curriculum development. The diagram indicating links in the curriculum development process in N.S.W. omits to list "Library Services" as part of the Division of Services[9]. The Division has three sections, viz. Library Services, Inservice Education and Teaching Resources, but only the latter two are listed to illustrate "Curriculum in New South Wales".

Descriptive position papers prepared for the National Conference on School-Based Decision-Making in June 1977[10] include little, if any, mention of the role and responsibilities of the school librarian, even in traditionally relevant areas, such as the selection of books, materials and equipment. Accepted structures for decision-making, as outlined for NSW government secondary schools, reveal that there appears to be little scope or opportunity for librarians to participate in decision-making at the school level unless they are automatically part of a particular faculty grouping or sub-section of the school.

In the report of the School-Based Decision-Making Conference, Connors wrote about the support teachers require in order to successfully implement school-based decision-making:

> "Teachers need to be given clear information about the range of services within their reach. This could be provided by information services set up at local, regional and central level and importantly, within large schools."[11] (Connors' emphasis)

Again, no reference is made to the possible role and responsibility of the school librarian as coordinator of information services at the school level. This omission may be interpreted as an indictment of the irrelevance of current resources and services provided and promoted by librarians, or it may be seen as an indictment of teachers and administrators who have failed to utilise, build on and to exploit the human and material resources already available to them.

KEY ROLE OF THE LIBRARIAN

In a section on curriculum services at the school level, the Victorian Curriculum Services Enquiry names both the principal and school librarian as having "key roles" in ensuring that the school communication network facilitates "optimum use...of personnel and resources available both within and external to the school; the principal, in establishing and maintaining systems of communication, and the school librarian for organising the school's curriculum information materials"[12]. But Whitehead acknowledged that although the Report saw the school librarian as having a major role in the development of a communication network within the school and between schools, at present he was an "underused figure in the curriculum exercise"[13]

"Underutilisation"[A] will continue so long as the librarian remains essentially outside the curriculum planning process. It is difficult to envisage how a school librarian can adequately perform the functions and tasks needed to adequately organise curriculum materials on a school-wide basis and develop appropriate communications networks when he is not automatically part of the network in the decision-making process.

The Curriculum Action Project (CAP) based at Macquarie University has been investigating how curriculum decisions are made and what factors influence the decision-making process at the school level. Data presented on perceptions of persons most responsible for various curriculum decisions within school departments suggests that the librarian is seen as having little or no responsibility in such areas as "selection of curriculum materials" and "use of equipment and materials"[14]. In a further breakdown of the data highlighting the perceptions of Heads of Science Departments and Science Teachers, Cohen comments that both teachers and department heads in Science departments perceive the librarian, principal and authorities outside the school as being "virtually innocuous" in relation to the various designated functions which again included such items as "selection of curriculum materials"[15]. (Perhaps librarians could seek some consolation in the fact that they are viewed as being as "innocuous" as the principal in this area.)

Perceptions of teachers and school department heads concerning internal school influences on department curriculum decision-making in the CAP data

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A It should be noted that "underused" or "underutilised" does not imply "underworked". In this context the authors endorse the phrase "overworked but underused" describing teacher-librarians used by a secondary school deputy principal when commenting on the role of the library within a school. (Metropolitan West Library Newsletter, February 1979; Mimeo; 5).

reveal that while school resources, including teacher aides, equipment and the library, are seen to be very important, 67% of the respondents perceived that the librarian had very little or no influence on curriculum decisions[16]. Again the pattern emerges of resources being considered very important while the resource-organiser, the librarian, is perceived as having a very limited part to play in the curriculum development process.

But how do school librarians see their role? How have they responded to the changing curriculum demands? And what efforts have they made to discuss perceptions of their role with their teaching colleagues?

LIBRARIANS - AS THEY SEE THEMSELVES

As far back as 1974, many possible dimensions of role for the school librarian were explored in the Australian School Library Association's Fourth National Conference of School Librarians. With the theme "Teacher-Librarian: Curator or Innovator", major addresses and seminar papers emphasised that the context in which the role of the school librarians should be developed and clarified is the context of the *total educational program of the school*.

The role of the librarian as part of a team in a school, complementing rather than competing, was empasised by McKinnon[17]. Brewer[18] saw the librarian as a partner with other teachers, sometimes leading, sometimes following, but always cooperating as an equal with other staff.

Balson identified three stages in the curriculum decision-making process:

Curriculum Determination	:	What is to be taught
Curriculum Planning	:	How is it to be taught
Curriculum Implementation	:	Day-by-day implementation of decisions made in the planning stage.

According to Balson librarians have traditionally entered at the third stage only. However, he suggests that if teachers wish to achieve their learning objectives, they must involve the librarian as a teaching colleague. He does not suggest that librarians should tell teachers what should be taught but that they should enter the curriculum decision-making process at stage two: "...Teachers, having formulated objectives, consult with librarians to determine what relevant resources are available and how students might interact with them to achieve these objectives"[20]. In this way, the librarian brings to bear his "special knowledge of resource availability, production and utilisation"[21].

The year 1974 may be seen as a high point for optimism in the development of school libraries in Australia. Some of the desired benefits of the Commonwealth funded Secondary School Libraries Program were coming to fruition: many new secondary school library buildings had been completed; direct grants for library resources were still being received; and inservice training programs (of up to one year's duration) for primary and secondary school librarians were underway. The papers of the ASLA conference engender this optimism and a certain amount of aggression and possibly unrealistic ambition in their constant references to the school librarian as "curriculum consultant".

While school librarians were attempting to identify and claim a role for themselves in the curriculum process, preparatory discussions were being held in various states and at the national level to encourage the restructuring of traditional approaches to the curriculum development process. Moves towards what is now referred to as "school-based curriculum development" were in their early stages, particularly in New South Wales. The absence of school librarians from the curriculum planning process at the school level is paralleled by their absence in significant developments which have led to change and changing approaches to curriculum-making at regional, state and national levels.

Themes of ASLA conferences since 1974 - "Lib Service" in 1976 and "Being Resourceful" in 1978 - have continued to reinforce librarians' views that their role is one of direct involvement with and service to the educational process. But, again, such conferences tend to encourage librarians talking to other librarians with little input and exchange of views from the teaching colleagues whom they seek to service.

SUPPORT SERVICES

In April 1976, a two-day seminar was held which did attempt to bring together educational administrators and policy makers with representatives from different library and educational systems. The seminar, Support Services for School Libraries, was organised jointly by the N.S.W. Group of the School Libraries Section of the Library Association of Australia and the Department of Library and Information Studies at Kuring-gai College of Advanced Education. The purpose of the seminar was to discuss the provision and needs in support services for school libraries necessary to assist schools to meet changing curriculum demands[22].

This conference provided the impetus for teacher-librarians to initiate and plan regional-level inservice seminars to discuss needs, possibilities and prospects for support services for schools in N.S.W. at the regional and local levels. At one of those seminars in the North Sydney region, the participants requested the convening committee to apply for funds for a "task force" to work in the area of "developing co-operative ventures, co-ordinating local endeavours, and resources and services rationalisation between schools in the North Sydney Region"[23].

The significance of the North Sydney Region proposal and its subsequent implementation was that it had developed from the initiative of practising

school librarians who were seeking a way to improve the educational resources and services which they could offer. The librarians then had "presumed" their "key role" in the curriculum development process and were attempting to make their work more relevant and useful.

However, some of the observations from school visits reported in the Task Force Committee's Report seem to underline Whitehead's comment that the school librarian is an "underused" figure whose potential as school-wide resources coordinator is not realised:

> "In some schools, a library committee comprising librarian, teachers and school executive met regularly to discuss the use and acquisition of resources and services. In other schools, the librarian was little involved in matters related to curriculum planning and resources acquisition"[24].
>
> "...Generally the Task Force exercise was viewed as a library venture rather than one which involved the total school program"[25].

In October 1977 the N.S.W. Group of the School Libraries Section of the Library Association of Australia arranged a statewide follow-up to the April 1976 seminar to familiarise participants with recent developments and to discuss future strategies in the area of "support services". The preamble to the recommendations from the final plenary session of this conference emphasised that the "devolution of responsibility for decision-making from the centre to the regions and the schools, together with trends towards more diversified and locally-based curricula have important implications for effective support services to be available to schools at the regional level"[26]. The recommendations focused on possible ways of co-ordinating educational services and resources within each region.

Earlier that year, a policy statement on developing regional support services in New South Wales was released by the New South Wales Group of the School Libraries Section of the Library Association of Australia[27]. The statement acknowledged that teachers may be frustrated by the lack of access to resources for curriculum planning and implementation and promoted the practices of cooperation and shared use of resources between schools as ways of meeting the demands of new learning methods and curriculum approaches. It is worth noting that the final section of the document comments that "throughout this statement, servicing teachers and teacher-librarians implies servicing students and the total school program"[28].

Thus, it may be said that the professional activity of school librarians indicates that they see themselves as a vital part of the curriculum development process, even though they may be overlooked in relevant educational literature or, for that matter, in practice at the school level.

The possibility that there might be considerable differences in the way in which teachers and librarians viewed the role of the librarian in the school prompted one of the authors to undertake a research study in this area[29]. As a result, after examining data collected from the librarian, social science master and mathematics master in 100 secondary schools in N.S.W. it was concluded that people in a variety of positions on the school staff viewed the role of the librarian differently. In five of the seven possible categories, including "media" and "management" - two key areas for curriculum development - it was found that librarians favoured a significantly more extended role for the librarian than did social science masters and mathematics masters. For each category, social science masters favoured a more extended role than did mathematics masters.

While such findings may not seem remarkable in the experience of those involved in day-to-day school teaching and seem to be supported in the CAP

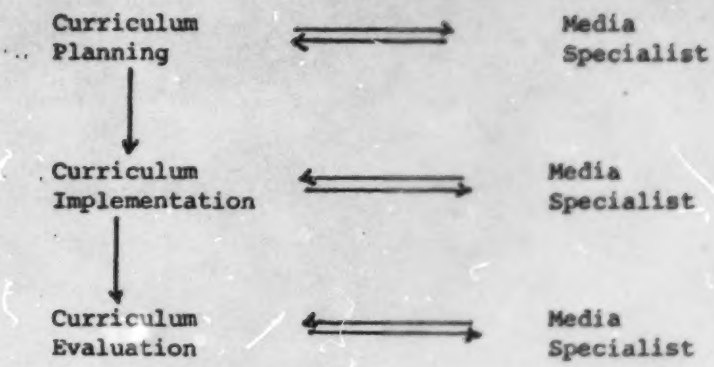
study, they nonetheless tend to confirm the view that, in practice, the librarian is an adjunct to and not necessarily part of the curriculum planning process. The need to make the most effective and efficient use of "resources" is referred to often in the literature of school-based curriculum development, but the consequent need to involve the resource co-ordinator, the school librarian, at the planning stage is rarely encountered.

SCHOOL LIBRARIANS' PERFORMANCE

There appear to be three main reasons why this unsatisfactory situation has developed: firstly, confusion amongst school librarians about their entry point in the curriculum development process; secondly, school librarians have not been sufficiently adventurous in the area of information organisation, retrieval and dissemination; and thirdly, there has sometimes been a mismatch between resources and services promoted and the learning environment in the school.

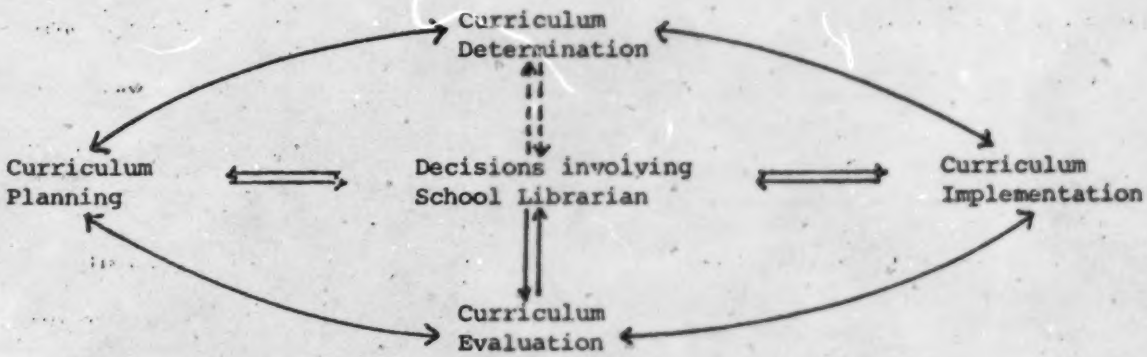
As already mentioned, Balson refers to the early stages of curriculum development as "curriculum determination" and "curriculum planning"[30]. In the view of the authors, some school librarians have attempted to claim too large a part for themselves in the curriculum development process by confusing these two areas, and thus, perhaps, have not been taken as seriously as they should have been.

In an article widely disseminated at inservice courses for school librarians, Grazier combined the areas and named "curriculum planning" as the entry point for the school librarian or media specialist in the curriculum development process[31]:



While some librarians may have the background to actively participate in specific areas of curriculum determination, they should not seek to actively participate in areas where their background and training does not lend itself to such involvement.

A more suitable model for the involvement of the school librarian in the curriculum development process would include the four interacting elements of curriculum development with the school librarian being actively involved in the planning, implementation and evaluation processes but not necessarily closely involved in curriculum determination. The proposed model is represented diagrammatically below.



Using slightly different terminology Rosenberg has referred to the school librarian's role as one of involvement in "instructional development", the process of "creating the most effective means to arrive at curricula ends"[32].

It is in this area that librarians have much to contribute with their "special knowledge" of rescource availability, production, organisation, utilisation and dissemination.

TRADITIONAL LIBRARY METHODS

The relevance and appropriateness of the traditional ways in which school librarians have applied their "special knowledge" may have hindered their acceptance as members of the curriculum development process. Schmidmaier[33] claims that school librarians need to display more initiative and become more service-oriented in meeting the needs of students and teachers in the area of retrieval and dissemination of information. She challenges school librarians to move away from traditional library technical processes in order to provide more relevant and useful services.

In discussing the development of total library service and its implications for school library service, Trask, too, questions the usefulness and justification of traditional library practices such as the time-consuming compilation of full card catalogs in school libraries and suggests a number of possible alternatives:

> "...Why not provide 'a title a line', the subject index of a classified catalogue, or a KWIC index?"[34]

The use of possibly more suitable devices for information retrieval in the school library would also mean that school librarians might have more time available in which to apply their "special knowledge" to the planning stages of curriculum development. If less time was spent on what teachers see as "non-teaching" activities and more on assisting teacher and student users to locate and interpret relevant information, teachers may come to view the librarian as a suitable colleague to inculde in the curriculum development process.

From another viewpoint, Langrehr,[35] urges librarians and educational technologists to come together to consider the "human characteristics" of individual learners instead of characteristics of various media when organising school resources. He cites the Annehurst Curriculum Classification Scheme[36] as useful in classifying curriculum materials in terms of human characteristics which directly affect learning.

Thus it may be that while school librarians have been seeking to attain some sort of professional "respectability" amongst other librarians, they have adopted ideas and practices which are not necessarily suited to the needs of their users.

In presenting teacher-librarians with a sceptical view of the role of the school librarian as a "curriculum consultant" at the ASLA conference in 1974, Roe gave his audience the following advice:

> "The first step towards becoming any kind of 'curriculum consultant' is surely to get a clear understanding of the curriculum in the school in which you work, and to assess realistically how and where you might contribute"[37]

RESOURCE SERVICES AND SCHOOL PRACTICES

A similar theme has been pursued in two significant articles by Balson published in 1977[38,39]. Balson contrasts two dominant approaches to learning found in schools in Australia - "configurationists" and "connectionists" - and comments on their implications for resource services in schools. He advocates that a high priority should be given to clarifying assumptions on which school practices are based so that relevant and effective resource services can be developed:

> "A system is likely to be more effective when its components are consistent and work together to achieve a common purpose

...The greatest mistake made in the establishment of a resource service provision is to create a service which is inconsistent or in conflict with the assumptions made by the teaching staff in relation to the learning and the learning process ....

"Time and time again schools which have received Commonwealth library funds to establish effective resource services have been observed to fail in this endeavour. The new resource service fails to make an impact on the teaching-learning program because the service is based on assumptions which are inconsistent with those held by the teaching and administration staff."[40]

The problem of schools having library collections but poorly coordinated resources was highlighted by Johnson when referring to studies of resource provision in Victorian primary and post-primary schools:

"Often the studies revealed a well organised library resource centre operating in glorious isolation, unaware or disinterested in the total learning resources pattern of the school"[41]

It would seem that the librarians concerned here had not diagnosed and acted upon the nature of the resources and services required by the school community either because of a lack of service orientation or possibly because they were sufficiently remote from the school decision-making process that their task was made extremely difficult.

In relating models of learning to school resource provision, Balson goes on to look at the concept of "readiness" identified in the Monash University, School Library Research Project[42]. He claims that a staff can be "made ready" for improved and different resources and services by "intensive inservice

education aimed at examining and making explicit the basic assumptions held by staff in relation to learning, the effect of these assumptions on school practice and the implications for the type of resource service needed to support these practices"[43]. Thus, there is a great need for librarians to examine and develop an understanding of the learning envionment of schools in which they work so that they may be able to utilise the "readiness" concept to exploit learning resources to the best advantage of all concerned. In this way too they may act as catalysts for educational change.

THE LIBRARIAN IN SCHOOL ORGANISATION

It should be noted here that some school librarians have attempted to approach their role as Roe and Balson have suggested but found the task difficult and discouraging because school policy rarely extends to the inclusion of the school librarian on executive committees which many curriculum planning committees, particularly in high school, are considered to be. Administrators who are concerned about efficient and effective use of resources to achieve curricula ends may find it profitable to more fully exploit the background and skills of school librarians by encouraging their active participation in the school's curriculum planning process.

However, two factors militate against adminstrators and school executives encouraging librarian participation in curriculum planning. Firstly, very few teacher-librarians are members of the school executive; and, secondly, in most school staffing patterns there is only one professional-level member of the resource services staff.

In a large primary or secondary school it is unrealistic to expect that one school librarian in his first or second year of school experience will be able to successfully participate in all areas of the curriculum planning process. It is also unrealistic of a school librarian in that situation to

expect that the school principal will automatically include him in that process. From the administrator's viewpoint, the school librarian does not have the status, experience or position on the school staff to warrant his inclusion in what is often an executive-level decision making process.

But if there is a need to make the best use of limited resources then perhaps this offers an argument in favour of raising the status of the appointment of Head of the school's resources services to Executive level, beginning with very large schools. Then those in their beginning years of school experience may have a more suitable "apprenticeship" as Assistants to a Head in the same way as subject teachers do with Department Heads in high schools. The Schools Commission's guidelines for library resource facilities and services, "Books and Beyond", recommends basic staffing patterns which include 2 professional staff members when the school population passes 500, 3 when it passes 1,000 and 4 when the school population is above 1,300[44]. Suggested alternative executive patterns for high schools currently under discussion[45] indicate that it would be possible for schools to appoint a Resources Coordinator at Senior Teacher or Executive level. But do school principals who have recognised the need for adequate coordination of school resources automatically link that need to the specialised training and experience of school librarianship?

The uncertainty among school librarians of their place in the curriculum development process, the timidity of school librarians in the technical services area and the provision of inappropriate services in some learning environments are three possible explanations why the librarian has remained an "underused" figure. In the environment of the school these explanations may be interrelated. A change for the better in one area could have considerable impact in clarifying and improving the situation in another.

IMPROVING THE SITUATION

Two different inservice activities were trialled in N.S.W. in 1978 with the aim of identifying a role for the librarian in the curriculum development process at the school level. One took the form of a two day inservice course for the librarian and one member of the executive in each of 20 schools in the North Sydney region. The course, "Development of School-Based Curriculum - a Role for the School Librarian"[46] was heavily oriented towards school teams working together to examine the way in which curriculum decisions were made in their particular school and examining how the involvement of the school librarian in the curriculum planning process could benefit the curriculum development process overall. A within-school model of this course is now being developed by participants in the regional course.

The second activity was a set of materials developed as part of a series of five staff development programs being undertaken by the Division of Services using a "task force" approach. Materials for Curriculum Development Unit 5: The School Library and Curriculum Development[47] were prepared and designed for use within a school. The availability of the unit at the time of writing was uncertain. However, the description of the materials in the unit as being of "interest to schools involving their library in curriculum development"[48] by the then head of the CD5 Task Force may cause concern to those who see "the library" as a series of service-oriented activities rather than a physical entity. It is to be hoped, too, that the need to involve the librarian as an active member of the curriculum planning team was included as an integral part of the other four CD courses. Otherwise, the development of CD5 could be said to reinforce the position of the librarian as an adjunct to, rather than part of, the school's teaching team.

Perhaps the most important issue to clarify is that as the responsibility for more diversified and locally-based curricula is increased at the school

level so the need for efficient and effective resource organisation, utilisation and dissemination is also increased. There is little likelihood that this can be done on a school-wide basis unless the role of the school librarian as resources coordinator and contact point for resources outside the school is fully grasped. This implies active participation of the school librarian in the curriculum planning process. The professional activity of school librarians discussed earlier gives some indication of the extent to which some librarians see themselves in a service role. However, this has often not been reflected in the functions and tasks performed by librarians at the school level, where "the library" relates only to a building and "library resources" are seen as simply an adjunct to "school resources"[A].

THE SCHOOL LIBRARY PROGRAM

Hughes' definition of the school library program from the 1974 Standards and Objectives for School Libraries is still valid and worth including here. Hughes saw the school library program as:

> "...the way in which a particular community of staff and students organise their facilities and activities to make available information of maximum effect in the total educational process... the way in which the range of books, periodicals and other media is made available in the library and throughout the school; the way in which librarians and teachers plan their mutual activities; the way in which the school program provides for access for individuals and groups to the library and for the flow of learning materials to the various part of the school"[49]

A. It should be noted here that school-wide coordination of resources does not imply central housing of material resources.

The development of school library programs along the lines defined by Hughes could go a long way towards meeting some of the demands created in attempting to support school-based curriculum development. But it will need more than mere statements that "the full-time teacher-librarian working in a resource centre is the most appropriate agent for managing resources".

THE FUTURE

Administrators should indeed seek to apply their "scarce resources", which include school librarians, where they will have "maximum impact" and "produce optimum results".

That "underused" figure, the school librarian, needs to be actively involved in the curriculum development process before the implementation stages if curricula ends are to be more adequately and effectively accomplished.

Similarly, school librarians have to show that they have something to contribute to the curriculum development process. Firstly, like many teachers, school librarians need to develop a better understanding of the various stages of curriculum development and the ways in which they can contribute, particularly at the second stage.

Secondly, school librarians need to become more user-oriented in methods of organisation, retrieval and dissemination of information. Thirdly, they need to examine assumptions about the nature and process of learning which affect their own school practices to ensure that the resource services they seek to develop are appropriate for their own school environment.

Considerable numbers of school librarians have shown that they have the motivation, skills and background to contribute to the curriculum development process. It is worth asking to what extent administrators have nurtured, encouraged and developed those attributes so that "scarce resources" are used wisely.

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